INFORMATION PAPER

SUBJECT: Learning Management System (LMS) Solutions and Relationships to Existing Systems

1. **Purpose.** To provide information on the current status of the LMS for TRADOC courseware.

2. **Facts.**

a. Following is a definition of an LMS:

A Learning Management System is software that automates the administration of training events. The LMS registers users, tracks courses in a catalog, and records data from learners; it also provides appropriate reports to management. The database capabilities of the LMS extend to additional functions such as company management, online assessments, personalization, and other resources. LMS administer and track both online and classroom-based learning events, as well as other training processes (these would need to be manually entered into the system for tracking purposes). An LMS is typically designed for multiple publishers and providers. Following is a brief synopsis of some LMS capabilities available in the marketplace:

(1) Sixty-eight percent of systems offer management of classroom as well as e-mailing courses.

(2) Seventy-three percent of systems provide built-in testing and assessment capabilities.

(3) Forty-five percent of systems can analyze what skills employees lack.

(4) Forty-eight percent of LMS vendors offer built-in authoring tools, which allow for creation of courses.

(5) An increasing number of system providers are able to connect easily to enterprise resource planning and human resource information systems.

b. Following are definitions of the Reimer Digital Library (RDL) and TRADOC Educational Data System - Redesign (TREDS-R). The RDL will interface with the LMS for the interim and objective solutions. TREDS-R will interface with Ingenium for the interim solutions.

(1) The RDL makes Army doctrine and training materials available to soldiers and units anywhere in the world. It has been operational since May 1996. The RDL's information collection includes doctrinal reference and training products such as Field Manuals, Graphic Training Aids, Army Training and Evaluation Plan, ARTEP - Mission Training Plans, Training Circulars, Soldier Training Publications, Common Core Training Support Packages, Technical Manuals and more. The authorization to digitize this doctrine is contained in AR 25-30 and TRADOC Regulation 25-30. Digitized courseware includes distance learning (DL)/resident courseware such as Army Correspondence Course Program (ACCP) and Total Army Training System (TATS). There are links to an LMS for some of the current DL training products. Passwords are required for access to proponent declared restricted doctrine. Currently, a learner could be required to have multiple passwords, i.e., one for the RDL, one for TREDS-R and if courseware resides at the proponent school, possibly one for accessing courseware there. Conversation is on-going to resolve the multiple password situation. A Help Desk is provided to assist users with access to doctrine and/or working courseware.

(2) TREDS-R supports the consolidated management of the Army Correspondence Course Program (ACCP). Prospective learners may enroll online by logging on to the ACCP web site or through the Army Training Resource Requirements System (ATRRS) for self-development training. Unit training coordinators register learners for Department of Army (DA) directed quota managed courses. The ATRRS link transfers learner enrollment reservation data to TREDS-R. TREDS-R enrolls, issues material, grades examinations, records examination results and maintains learner personal demographic/academic information. TREDS-R transmits enrollment confirmation and performance learner data to ATRRS, produces statistical reports, mails learner (enrollment, course and subcourse completion notices) via e-mail and/or hard copy to enrolled learners, and transfers reserve component learner data to the appropriate record keeping agencies. TREDS-R functionality includes scrambling of examination questions and or distractors, and contains the capability to perform test item analysis for examinations. It maintains a comprehensive inventory system for tracking all formats of mail able learner materials. TREDS-R offers most of the requirements needed in the LMS except courseware development and management. Learners work courseware online through the ACCP web site using Web Based Training (WBT) residing in the RDL, CD-ROM or hard copy mailed to the enrolled learners. Learner passwords are required to access personal/academic information.

c. Development of courseware for TRADOC Schools is produced in accordance with TRADOC Regulations 350-70 and 350-70-2, under the Army Training Support Center's Distributed Learning XXI (DLXXI) contracts. At TRADOC Schools, courseware lesson plans can be loaded into the Automated Systems Approach to Training (ASAT). From this lesson plan, reusable instructional units can be identified.

d. Implementation of Distance Learning (DL) training for DA directed and quota managed courses is a high priority within TRADOC. In order to stand-up DL training, courses and students must be managed differently than current resident/institutional training. During the interim period, while awaiting delivery of an objective LMS that

will manage DL courses and students participating in those courses, interim procedures have been identified to support this interim LMS of ATRRS/TREDS-R linkage, paragraphs 2e(2) and (3) below. In accordance with HQ TRADOC memorandum, ATOM-P, Subject: Interim Policy, 28 Feb 01 (Encl 1), TOMA has identified a series of questions relating to the proponents training strategy for course and student management. This information must be provided by the school along with the Course Administrative Data (CAD) or Program of Instruction (POI). Following is a list of related enclosures:

(1) Encl 2 - Copy of e-mail message (29 Jan 01) containing a list of courseware identified for priority implementation.

(2) Encl 3 - Lists of TADLP Courses fielded in FY98 and FY99. Accompanying these lists are charts prepared as a result of analysis to determine "playability" of these courses within the RDL.

(3) Encl 4 - Courseware Process Chart depicting relationships and functionality between TOMA, TRADOC Schools and ATSC (ITSD and ATISD).

(4) Encl 5 - Chart listing LMS management requirements.

(5) Encl 6 - Memorandum, HQ TRADOC, Subject: Army Training Information Architecture (AIA) - Technical Architecture Profile (TAP) (formerly Army Training XXI Technical Architecture (ATTA) - Technical Standards), 16 Aug 00. Refer to paragraph 4, addressing the interim learning management solution.

e. Where we are today, interim solutions for tomorrow and objective solution:

(1) Today. Resident courses such as TATS are offered via the RDL for instructors at the proponent schools, TASS Battalions, Reserve and Guard to download and present to learners. Instructors at the school, post grading results to the Automated Instructional Management System - Redesign (AIMS-R). For DL self-development, about 190+ ACCP courses/subcourses are offered for on-line access via the RDL with an additional 2,174 available in CD-ROM or in hard copy. TREDS-R is the LMS which allows learners to enroll online for available self-development courses or through a linkage with ATRRS for DA directed quota managed courses. All required output, paragraph 2b(2) above is produced. Examinations are dynamically generated; however, grading of these examinations is limited to multiple choice and true/false type questions. A method of grading more technically advanced examination questions is needed.

(2) Tomorrow (Interim Phase 1). An interim abbreviated LMS is being developed. Since TREDS-R is limited in it's grading processes for final examinations, a procedure for grading Interactive Multimedia (IMI) examinations that contain for example, drag and drop, and mix and match questions must be found. This Phase 1 interim solution will use the LMS Ingenium for presenting and grading IMI examinations and passing results to include performance by question to TREDS-R. Ingenium does provide a low level of compliance with the SCORM. This capability is scheduled for implementation on 14

September 01. Ingenium will not maintain student information nor produce any output. It will solely be used for presenting and grading of final examinations. This LMS will reside on a single server at ATSC, Building 3308.

(3) Tomorrow (Interim Phase 2). In addition to the Ingenium functionality of grading IMI final examinations and passing results to the TREDS-R, employed in Phase 1, learner personnel and academic information will be maintained in the Ingenium database. There may be physical proliferation of Ingenium to the TRADOC Schools beginning early in FY02. However the extent of proliferation is still being discussed. One concept is a regionalized approach, placing Ingenium at five selected proponent schools. TREDS-R will continue to maintain learner information and produce all required output. Obviously, there will be a duplication of learner information between Ingenium and TREDS-R databases; however, once a learner completes all requirements, the learner information maintained in the Ingenium database will be purged. TREDS-R maintains a history file of learner information.

(4) Future (Objective LMS). The PM, Total Army Distance Learning Program (TADLP) is investigating the functionality of commercial LMS products (Block III of total Army training requirement) to identify an objective LMS for both resident and nonresident training. This objective LMS must be shared based and Aviation Industry Computer Based Training (CBT) Committee (AICC) compliant. Requirements are being identified and specifications will be prepared. The selected LMS should contain the capabilities as outlined at paragraph 2a above. Selection and implementation is approximately 2 years away.

6 Encl
as

ATOM-P   (350)   28 February 01

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Interim Policy

1. References.

    a.   TRADOC Regulation (TR) 350-70, 9 Mar 99, Systems
Approach to Training Management, Processes, and Products.

    b.   TRADOC Pamphlet 350-70-8, 1 Nov 96, Total Army School
System (TASS) Training Requirements Analysis System (TRAS).

2. This memorandum serves as interim guidance and clarification
of both referenced regulations and will remain in place until
publication of updates to those regulations.

    a.   Implementation of Distance Learning (DL) training for
Department of the Army-directed and quota-managed courses is a
high priority within TRADOC. Procedures must be in place to
manage courses and students while awaiting development and
implementation of an objective Learning Management System. In
order for TOMA analysts to completely and accurately document
courses that are DL or contain DL, schools must submit
comprehensive course design data with the course administrative
data (CAD)' and program of instruction (POI). Specific
information requirements are enclosed.

    b.   For DL courseware, as defined in TR 350-70, that
supports quota-managed training, proponents must ensure CADs and
POIs are submitted and approved prior to implementation of the
training, including using the DL courseware. When the Army
Training Support Center (ATSC) releases funds to proponents for
DL courseware development, schools must submit the CAD to TOMA
to identify the course strategy and plan for utilizing the
courseware to support the total Army.

    c.   Proponents should review their Fiscal Year (FY) 98, 99,
and 00 DL courseware development efforts and ensure CADs and
POIs, as well as the information requested on the enclosure,
have been submitted to TRADOC to support implementing this
courseware. While ATSC manages the development of DL
courseware, TOMA is responsible for ensuring the Army Training
Requirements and Resource System reflects the proponent's course
strategy, to include the use of DL courseware as part of the
instruction.

Encl 1

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SUBJECT: Interim Policy

3. Meetings have been ongoing to define an interim process for
DL course and student management. The objective is to pilot
several courses this FY with both Active and Reserve Component
soldiers as students. More details about this interim process
will be available during the 13-16 Mar 01 DL Design Conference.

4. Point of contact for this interim policy is Mrs. Gayle
Olszyk, DSN 680-4105 or commercial (757) 788-4105. Email
address is olszykga@monroe.army.mil.

FOR THE DEPUTY CHIEF OF STAFF FOR TRAINING:

Encl   CHARLES E. DAVIS
                                  Colonel, GS
                                  Director, Training Operations
                                    Management Activity

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U.S. Army Warrant Officer Career Center, ATTN: ATCQ-WCC
U.S. Army Element School of Music, Naval Amphibious Base,
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3

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SUBJECT: Interim Policy

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Chief,
National Guard Bureau
Army Reserve

INFORMATION REQUIRED TO DOCUMENT
DISTANCE LEARNING (DL) TRAINING FOR ARMY TRAINING
REQUIREMENTS AND RESOURCES SYSTEM (ATRRS)

1. **General Information:** **(Applicability – These procedures apply to "Army related, directed training, quota managed courses as defined in The Army Distance Learning Program Campaign Plan".)**

    a. In order to be designated as a DL course or phase, the course or phase must be designed to be presented <u>totally</u> to a remote learner using one or more technique(s) for delivery appropriate for DL learners, i.e., Computer Based Instruction, CBI, video-teletraining, simulation, or internet/web-based training.

    b. Courses or phases that contain some DL techniques for delivery are considered <u>partial</u> DL and will be identified in ATRRS with appropriate select codes.

    c. DL may involve both synchronous and asynchronous student-instructor interaction. It also may involve self-paced instruction with limited access to an instructor.

    d. The use of lessons that apply DL technology internal to a resident course/phase/module does not mean that the phase/module should be designated as DL. For example, conducting a two-hour VTT in the middle of a resident training module does not make that module a DL module. Administering CBI lessons in a computer lab during resident training does not make the course a DL course. This is simply a method of instruction just as conference or demonstrations are methods of instruction.

    e. For DA directed, quota-managed courses, ATRRS will be the system for registration.

2. **Definitions:**

    a. ACADEMIC HOUR (60 minutes): The amount of instruction the average student can complete in 50 minutes plus an allowance of an average of 10 minutes for administrative/break time per each 50-minute segment.

    b. ACADEMIC TIME: Total number of academic hours (length of time) actually required to present training. Includes conduct of training, testing students, and conducting after action reviews.

c.   TRAINING TIME: Time for a student to complete the DL course/phase.   Includes administrative time.   Program of instruction (POI) time equals training time.

d.   Maximum Time to Complete: This is the maximum time we will allow a student to complete a phase which has self-paced instruction.   It is defined as 130 percent of the computed academic time for the self-paced instruction plus, in the case of max phase time, any non-self-paced training in the phase. The 30 percent add-on time allows for scheduling difficulties beyond the control of the learner or instructor.

e.   COURSE: A complete series of instruction units (phases, modules, and lessons) identified by a common title or number.

f.   COURSEWARE (as it pertains to DL):   An actual instructional package (including content and technique) loaded in a computer, training device, or other instructional delivery system.

3.   **Required Information:**   For each course/phase that contains DL, provide answers to the following questions: to whom, how, when, and where training will be provided.   In order for TOMA analysts to completely and accurately document courses in ATRRS, this information must be submitted as part of the Training Requirement Analysis System document or within the letter of transmittal, whichever is more appropriate.

a.   Describe the course implementation plan by providing the following information:

(1)   What is the phase level course map, i.e., course or phase sequence?   For example, does phase 1 have to be completed before attending phase 2?

(2)   Can the student take/be enrolled in more than one phase at a time, i.e., one phase is not a prerequisite for another phase?   For example, phase 1 and phase 2 simultaneously?

(3)   How is each course/phase to be delivered; that is what media is used?   Does the course require courseware distribution to the student?   Identify as broadcast VTT, desktop VTT, CD-ROM, internet, hybrid (CD-ROM and internet), or FTP.

(4)   Is this training synchronous or asynchronous?

(5)   Where will the training be conducted?

b.   Can this quota-managed course/phase also be taken by a student as stand-alone training as self-development or self-motivational training (i.e., for sustainment, refresher, or personal improvement)?

c. How long does a soldier have to complete the DL course/phase? (Important when looking at the follow-on courses/phases).

(1) What are the academic hours for the course/phase?

(2) What is the length of training in hours? Training hours equal total hours of the POI (includes administrative hours).

(3) What is the "maximum allowable time to completion?" State the limit on the time allowed to complete the course/phase in order to schedule follow-on phase(s). The "maximum allowable time to completion" will allow accurate scheduling of DL phase and ensure instruction is completed in a timely fashion, especially when one phase is the prerequisite for subsequent training or expected job performance.

(4) What is the maximum delay time between phases? The maximum delay time will decrease the likelihood of skill decay and the need for remediation at the follow-on phase. If phase 2 is a prerequisite to phase 3, and the student completed phase 2 xx years ago; is that too long a period of time? Give a time. For example, "Must have completed phase 2 no more than one year ago." The maximum delay time should be no greater than 60-90 days (but may be shorter based upon the perishable nature of the skills.) Justification should be provided during the TRAS document submission for a between phase time of less than 60 days or greater than 90 days.

d. Does this course/phase replace another course/phase? If so, identify the course/phase. Must both versions of the courses/phases be available in ATRRS for a period of time? How long, one year?

From:	Gough, Don
Sent:	Monday, January 29, 2001 4:54 PM
To:	Polster, Frank; Reddy, Robert COL
Cc:	Baston, Dennis; Colbert, Edie; Tripp, Jim; DeLizzio, Joe; Motter, Ned
Subject:	Update from DL meeting at TDAA

COL Reddy/Frank,
　　　Meet with TDAA (MAJ Jones-Harris, Paul McCarthy, Ed Tyler, and Sam Brown) and TOMA (Gayle Ozslick) this afternoon.
　　　This meeting is to kick off a series of Monday afternoon meeting to push DL into implementation.
　　　The first block of courses to implement are:
　　　13P40
　　　95B30
　　　95C30
　　　95D30
　　　63B30 ⸺　　- - -　*Jim Ross*
　　　55B30 ⸺　　- - -
　　　1SG Course
　　　Battle Staff

　　　Second block includes:
　　　13P10
　　　88M10
　　　57E10
　　　51B10
　　　14M10

The ATSC issues coming from the meeting are:
　　　- How to handle off-line tests (ATISD, DLD, and TDAA)?
　　　- All approved DL courseware will be under purview of RDL (ATISD)
　　　　　(note: not all approved courses will be hosted on the RDL; e.g. CDROM or paperbased based courses)
　　　-- Student support (Help Desk). Will ATSC provide the student help desk or will the schools? Hours (24)? What about course content questions? Will ATSC contact the school or will the student call directly? (DLD)
　　　-- We (ATSC) need to write a paragraph to be placed on the students orders directing where they go to enroll into the DL course and obtain their courseware. (DLD, ATISD)

　　　This meeting served as a good medium to get folks talking and collaborating on implementing DL. The meeting will continue every Monday at 1330, in the TDAA conference room (Building T-181).
　　　Recommend ATSC, DLD to be a participant in the meeting.

　　　　　　　Don

Encl 2

Way Ahead for the Interim Learning Management System and Distance Learning
Courseware Working Group

As a result of the meeting held on 29 Jan 01, major actions/takers follow:

TOMA

- Continue to work in-house developed action plan for implementation of the Interim Learning Management System and Distance Learning Courseware.

- Develop an Implementation Memorandum for schools on documenting TRAS requirements. Also conduct school VTT sessions to lay out requirements/answer questions.

- Prepare Working sessions and brief on TRAS requirements at the Designer/Developers Conference In March.

- Continue to work with TDAD/ATSC on priority courseware and schools issues. List of courseware priorities:

  13B30
  13P30
  13P40
  95B/C/D
  63B30
  55B30
  Battle Staff/1st Sgt (Improve, courses already on line)
  13P10
  88M10
  51B10
  57E10
  14M10

- Work with DCSRM/TDAD on resource formulas .

TDAD

- Develop Student SOP for the Interim process (draft due 3 Feb 01.)

- Work with ATSC on getting listed priority courses ready for implementation/distribution.

TADLP Courses Fielded FY 98

- AR: AR CCC – web-based 147.238.160.41
- FA: 13P10, MLRS Fire Dir Spec – CD (2) & web-based 155.219.39.248/lib61
- FA: 13P30 BNCOC – CD & web-based 155.214.39.248/lib61
- FA: 13P40 ANCOC – CD (2)
- FA: FA Targeting Tech WO Basic – web-based 155.219.39.248/lib61
- MI: 96R10, Ground Surv – web-based 138.27.35.34/lib61
- MP: 95B/C/D30 BNCOC – CD (6 + 3)
- OD: 63B30 BNCOC, Lt Wheel Veh Mech – CD (14)
- SMA: BSC – CD (12)
- TC: 88M10, Motor Transport Op – CD (1)
- ADA: ADA CCC – CD (1) & web
- ADA: ADA WOAC – CD (1) & web
- EN: 51B10, Carpentry Masonry Spec – CD (3)
- QM: 57E10, Laundry & Bath Spec – CD & Web
- JFK: 18B40 SF Weapons SGT ANCOC – CD (22) NEW
- JFK: 18C40 SF Engineer ANCOC – CD NEW
- JFK: 18 D40 SF Medical SGT ANCOC – CD NEW
- JFK: 18E40 SF Commo ANCOC – CD NEW

	COURSE	COURSE DATE	DATE REC	FORMAT / VERSION	DESIGNED DELIVERY METHOD	RDL AVAILABILITY	REMOTE LOCATION
AR	AR Captains Career Course		14-Mar-01	Macromedia Shockware	Web	Pointer to remote site	147.238.160.41
FA	13P10 - MLRS Fire Direction Spec	12-Mar-99	14-Mar-01	ToolBook II / 6.50.664	CD / Web	Pointer to remote site	155.219.39.248/lib61
FA	13P30 - BNCOC		14-Mar-01	ToolBook II / 6.50	Web	Pointer to remote site	155.219.39.248/lib61
FA	13P40 - ANCOC Virtual Sand Table	15-Jan-00	14-Mar-01	ToolBook II / 6.50	LAN	N/A	
FA	FA Targeting Tech WO Basic		14-Mar-01	ToolBook II / 6.50	Web	Pointer to remote site	155.219.39.248/lib61
MI	96R10 - Ground Surv		14-Mar-01	ToolBook II	Web	Pointer to remote site	138.27.35.34/lib61
MP	95B/C/D30 BNCOC	1-Oct-99	13-Feb-01	ToolBook II	CD / LAN	N/A	
OD	63B30 BNCOC - Lt Wheel Veh Mech	Aug 99	14-Mar-01	ToolBook II / 6.0	CD	N/A	
SMA	Battle Staff NCO Course	98	14-Mar-01	ToolBook ? / Adobe PDF	CD	N/A	
TC	88M10 - Motor Transport Operator	1-Jul-99	14-Mar-01	ToolBook II	CD	N/A	
ADA	ADA Officers Advanced Course (OCA)		14-Mar-01	ToolBook II / 6.5	Web /LAN	?	
ADA	ADA Warrant Officer Advanced Course		14-Mar-01	ToolBook II / 6.5	Web /LAN	?	
EN	51B10, Carpentry Masonry Spec						
QM	57E10, Laundy & Bath Spec						
JFK	18B40 SF - Weapons SGT ANCOC						
JFK	18C40 - SF Engineer ANCOC						
JFK	18D40 - SF Medicat SGT ANCOC						
JFK	18E40 - SF Commo ANCOC						

SPECIAL INSTRUCTIONS
Requies ATRRS PIN - Set of 2 CDs
Requires Librarian login
Requires Librarian login
Set of 2 CDs - Requires specially configured servers
Requires Librarian login
Requires login to USAIC&FH Distance Learning Program
Autorun - set 0f 6
Set of 14 CDs
Set of 12 Cds
Requires Neuron 6.5 - 1 CD
Requires Neuron 6.5 - 1 CD
3 CDs
CD (?) and Web
CDs (22)
CD
CD
CD

TADLP Courses Fielded FY99
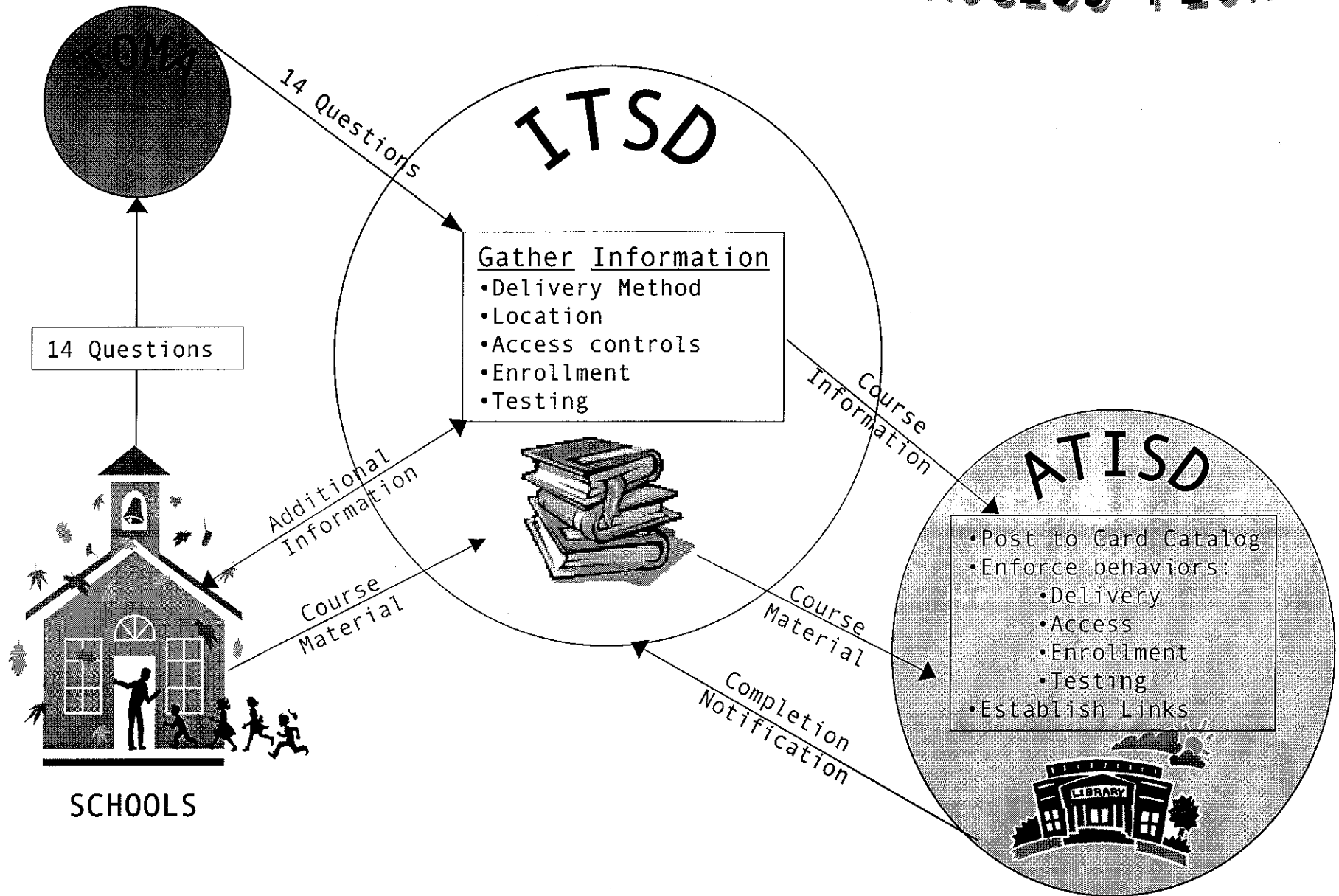
- ADA: 14M10R, Man-Port AD Sys Crewman – CD(10)
- MP: 95B/C10 – Military Police – CD(separate CW 5/7)
- FA: FA CCC – web 155.219.39.248/lib61
- FA: 13R10R, FA Firefinder Radar Op – web 155.219.39.248/lib61
- MI: MI CCC – web www.gist-inc.com/miccc
- SMA: FSC – DL being redone/paper CW being used
- AMEDD: 76J10, Medical Supply Spec - CD(7)
- AMEDD: OAC - CD(8)
- AMEDD: 71G10, Patient Admin Spec – CD(2)
- EN: 62E10, Heavy Construction Equip OP – CD (6)
- JAG: 71D10R, Legal Spec – JAG Net – web
- QM: 77W10, Water Treatment Spec – CD NEW

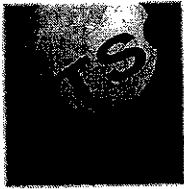|	COURSE	COURSE DATE	DATE REC	FORMAT / VERSION	DESIGNED DELIVERY METHOD	RDL AVAILABILITY	REMOTE LOCATION
ADA	14M10R - Man-Port AD Sys Crewman		14-Mar-01	ToolBook II v 7.1		N/A	
MP	95B10 Reclass	Feb-00	14-Mar-01	ToolBook II	CD /LAN	N/A	
MP	95C10 Reclass	Feb-00	14-Mar-01	ToolBook II	CD /LAN	N/A	
FA	FA CCC		14-Mar-01	ToolBook II	Web	Pointer to remote site	155.219.39.248/lib61
FA	13R10R - FA Firefinder Radar Op		14-Mar-01	ToolBook II	Web	Pointer to remote site	155.219.39.248/lib61
MI	MI Captains Career Course		14-Mar-01		Web	Pointer to remote site	www.gist-inc.com/miccc
SMA	FSC	***	***	***	***	***	
AMEDD	OAC		14-Mar-01	ToolBook II v 7.2		N/A	
AMEDD	71G10 - Patient Admin Spec	31-May-00	14-Mar-01	Macromedia Authorware Runtime 5.1/ Flash 5.1.r1	CD / Web	Pointer to remote site	
AMEDD	76J10 - Medical Supply Specialist		14-Mar-01	ToolBook II / 7.1	Web	Pointer to remote site	
EN	62E10, Heavy Construction Equip OP						
JAG	71D10R, Legal Spec					Pointer to remote site	
QM	77W10, Water Treatment Spec						

SPECIAL INSTRUCTIONS
Includes MS Word and pdf - 10 CDs
Autorun - Set of 14 CDs (5 provided)
Autorun - Set of 14 CDs (7 provided)
Requires Librarian login
Requires Librarian login
Requires Librarian login
DL portion being redone
8 CDs
Autostart - 2 CDs (Web + 3 CDs for graphics)
Also use Acrobat Reader 4.0 and IBM Library Reader - 7 CDs
6 CDs
JAGCNet web

COURSEWARE PROCESS FLOW

TOMA

14 Questions

ITSD

14 Questions

Gather Information
- Delivery Method
- Location
- Access controls
- Enrollment
- Testing

Additional Information

Course Material

Course Information

Course Material

Completion Notification

ATISD

- Post to Card Catalog
- Enforce behaviors:
  - Delivery
  - Access
  - Enrollment
  - Testing
- Establish Links

SCHOOLS

Training / Course / CMI / LMS Management Requirements

Course Services	Student Services	Testing Services	Records Services	Interfaces

• Development (Reusable objects)
• Course Management
✓ Enrollment
• Diagnostic
✓ NCO Career Map
	✓ Enrollment
	✓ Admin/Help Desk
	✓ Hand Outs
	✓ Courseware Distribution
	• Counseling
	• On-line Self Help
	• "BB's" Chat Room
	✓ Student Status
	✓ Feedback
		✓ On-line Testing
		  •Diagnostic
		  ✓ Pre-test
		  ✓ Post Test
		•Test Items
		  •Banking
		  •Scenario
		•Test Control
		•Proctoring
			• Individual Training Service
			✓ Archive Record
			• Smart Cards Technology
			• Inventory Catalog
				•SIDPERS
				✓ ATRRS
				✓ ASAT/POIMM
				•SATS
				•Ingenium
				•Schools
				•USAR
				•ARNG
				•Units

✓ **Indicates on-line capability achieved**

ATSC

REPLY TO
ATTENTION OF

ATIC-TIS

16 AUG 2000

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Army Training Information Architecture (ATIA)-Technical Architecture Profile (TAP) (formerly Army Training XXI Technical Architecture (ATTA)-Technical Standards)

1. Reference memorandum, ATIC-TIS, 12 May 1999, subject: Army Training XXI Technical Architecture (ATTA) and FY99 Training Development Contract Standards.

2. ATIA-TAP v1.3, 1 March 2000 (Enclosure 1), supersedes ATTA-Technical Standards v1.1, 10 February 1999, distributed with referenced memo. Also, version 1.3 may be accessed at http://www.atimp.army.mil/atxxi/tss.asp. As noted in referenced memorandum, compliance with ATIA is applicable to TRADOC schools and contractors that produce products for the command and The Army Distance Learning Program (TADLP).

3. At Enclosure 2 is Army Training Information Management Program Bulletin #1 (Corrected Copy) that outlines ATIA terminology changes as a result of ongoing Army training information systems reengineering efforts.

4. The TADLP learning management system v1.0 is scheduled for release in September 2001. As an interim learning management solution, all approved Interactive Multimedia Instruction (IMI) courses delivered for student training credit will use the TRADOC Education Data System-Redesign (TREDS-R) currently in use for all Army correspondence courses. TREDS-R provides the capability for on-line student registration, maintaining student records, tracking student progress, grading student on-line examinations, and updating student records in ATRRS. Enclosure 3 contains information concerning FY00-01 IMI Courseware Implementing Instructions, including products for use in IMI development.

5. The ATIA-TAP Change Control Board meets semiannually to review ATIA standards and keep pace with the rapidly changing technological landscape. We welcome your feedback on the standards and the process.

Encl 6

ATIC-TIS
SUBJECT: Army Training Information Architecture (ATIA)-Technical
Architecture Profile (TAP) (formerly Army Training XXI Technical
Architecture (ATTA)-Technical Standards)

6. Point of contact for the ATIA is Ms. Edie Colbert, DSN 927-
4468, extension 226, (757) 878-4468, or colberte@atsc.army.mil.
Point of contact for TREDS-R is Mr. Don Gough, DSN 927-4881,
extension 256, (757) 878-4881, or goughd@atsc.army.mil.

3 Encls   ROBERT B. SEGER
                                 Senior Executive Service
                                 Assistant Deputy Chief of Staff
                                    for Training

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CIVILIAN LEADERSHIP TRAINING DIVISION
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